

# Local Wisdom Media-Based Learning Model: Basic Competencies for Creative Economy Development in Social Sciences Subjects (Social Sciences)

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## ABSTRACT

This research was motivated by the low learning outcomes of students in social studies learning in Class IX of SMP Negeri 1 Pahae Julu on Basic Competencies for Creative Economy Development. The aims of this research are 1) to find out the local wisdom-based learning model that has been developed and is valid for use in the social studies subject for Class IX of SMP Negeri 1 Pahae Julu, and 2) to find out the local wisdom-based learning model that can be developed and can be effective in improving student learning outcomes in the Social Sciences subject for Class IX of SMP Negeri 1 Pahae Julu. The research results show that the "IASUDE" learning model based on local wisdom received an average percentage of 90% validation from design experts, 90% from media experts, and 87.37% from material experts, which can be categorized as very appropriate. The results of the hypothesis test show that the research data have been declared normal and homogeneous. The results of the hypothesis test show that the value of  $t_{count} > t_{table} = -9.51 > -1.67$ , so it can be concluded that  $t_{count} > t_{table}$ , which means that  $H_1$  is accepted, which reads: The IASUDE learning model developed is able to effectively improve the learning outcomes of class IX students at SMP Negeri 1 Pahae Julu.

## KEYWORDS

learning model; local wisdom; social sciences

## INTRODUCTION

According to Ruyadi (2010), education means deliberative, namely, "Every society will try to transmit crucial thoughts relating to the nature of the world, information, and values to the next generation." So the education that is carried out must also emphasize the unique values of society as well as be a vehicle for preserving these existing values. Dewey (1955) further explained that education is a prepare of involvement since life is development, and instruction implies making a difference inward development without being restricted by age. The development handle is the method of adjusting to each stage and including aptitudes to a person's advancement. Typically in line with Saifuddin (2014), who states that instruction is an interminable prepare of higher alteration for animals who have created physically and rationally.

This development is free and conscious of God as showed within the characteristic environment. Agreeing to Saifuddin (2014), instruction is each interaction that happens between adults and children, which may be a field or a condition where instructive work takes place. Yunus (1993) assist emphasized that instruction is an exertion that's intentionally chosen to impact and offer assistance children with the point of moving

forward their information, bodies, and ethics so that they can steadily lead children to the most elevated objectives. The goal is for children to live happily, and everything they do will be beneficial for themselves and society. To get a good education, it is necessary to carry out good learning activities. Learning is a deliberate activity planned by the teacher to provide learning experiences to students with the aim of making them able to learn independently. Learning is a communication process carried out by educators with students in order to convey certain messages so that the expected goals will be achieved. Communication in learning requires learning aids called learning media. It is hoped that relevant learning media will achieve the set learning objectives.

According to Aula (2012), various educational innovations continue to be carried out in line with technological developments; this points to move forward the quality of instruction, which still tends to be low. The instructive developments carried out incorporate educational programs improvement, learning development, and the arrangement of instructive framework. The educating and learning prepare is basically a handle of passing on messages from the message source through certain channels or media to the beneficiary of the message.

The context of social sciences (IPS) education is found to be a combination of humanities and social sciences and integrated in such a way. Social Sciences (IPS) is designed on the basis of social problems and realities with an interdisciplinary approach. Thus, in particular, the meaning of social studies education can be understood. Concurring to the National Board of Social Considerations (NCSS), social studies education is "the coordinates and integrates the social sciences and humanities to advance civic competence." Therefore, the goals of social studies education can be well achieved. While educational materials are organized in various ways, starting from the "mono-structure of scientific disciplines, inter-structure, and trans-structure of social sciences disciplines" approach.

Based on the results of observations at SMP Negeri 1 Pahae Julu, there were various obstacles found in social studies learning, including teachers delivering learning material still using conventional methods or lecture models, which explained learning material to students using learning sources from books, namely only textbooks. The use of this learning model tends to be teacher-centered, while students only expect learning from the teacher. As a result of this learning model, students' understanding is not optimal and tends to be low. Besides that, teachers do not use learning media because they only explain concepts that already exist in textbooks or other references.

According to Arsyad (2015), in learning, teachers are expected to be able to present the materials they will present efficiently, in a short time, but with a lot of information. In line with this opinion, the role of teachers is very large in creating effective and efficient learning strategies. Moreover, with the very rapid development of the world in the presence of technology, it will have a big influence on the world of education. Concurring to the National Board of Social Considerations (NCSS), social studies education is "the coordinates and integrates the social sciences and humanities to advance civic competence"

Local wisdom is a portion of a society's culture, which cannot be isolated from the dialect of the society itself. Local intelligence is ordinarily passed down from era to era through word of mouth. Sumiati (2017) defines local wisdom as intelligence resulting from shared experience and ownership. This own experience is an experience that a person feels in society and continues continuously so that it becomes a culture. Rahyono (2015) further explained that every person has an identity that is built by culture, which contains wisdom.

Wisdom is the identity of a community in the area. Based on the above, local wisdom greatly influences people's habits and experiences in their daily lives, including in the

world of education. Local wisdom itself is a part of society that is believed and obeyed by the community, whether in the form of values or rules or cultural products created by the community, such as traditional ceremonies, traditions, language, and original dances from the local community. This local wisdom can be linked to social studies material as a learning resource and also as an instillation of local wisdom values, which can develop students' character values. These character values include religious values, mutual cooperation, cooperation, hard work, and so on. However, on the other hand, local wisdom values are often ignored because they are considered not in accordance with current developments, even though these values can be used as a model in developing national culture (Priyatna, 2016). One of the local wisdoms in Pahae Julu, North Tapanuli Regency, that has begun to be designed and innovated for use as creative work is the use of ulos as clothing, both for men and women, which has started to become a trend among the community.

According to Kacerauskas (2020), the imaginative economy is characterized as an financial movement whose input and yield are within the shape of thoughts. So it is conceivable that as it were with thought capital can a imaginative individual get a generally tall pay, make unique work, and be secured. With the revelation of huge thoughts, which are moreover went with by millions of little thoughts, the economy proceeds to develop powerfully. Concurring to Fatimah, S., Wiharto, W., & Indrasari, A. (2019), the concept of inventive economy is an financial concept within the unused financial time that heighten data and inventiveness by depending on thoughts and stocks of information from human assets as the most generation calculate in its financial exercises.

Purnomo, R. A. (2016) states that the imaginative economy is the creation of a imaginative economy, which is the creation of included esteem (financial, social, social, and natural) based on thoughts that are born from the inventiveness of human assets (imaginative individuals) and based on the utilize of information, counting social and innovative legacy. Prihtiyani E. (2011) said that the inventive economy may be a sign of economical improvement endeavors through imagination, where sustainable improvement is an financial climate that's competitive and has new assets. In other words, the inventive economy could be a sign of the soul of survival for creating nations in utilizing asset saves, to be specific thoughts and inventiveness. Agreeing to the Service of Tourism, the definition of the imaginative economy is the creation of included esteem based on thoughts born from the imagination of human assets and based on the utilize of information, counting social legacy and innovation. Agreeing to Anggri Puspita et al. (2020), the mechanical imaginative economy starts from the utilize of person inventiveness, abilities, and abilities to form success and work openings through the creation and utilization of the individual's inventiveness and creativity.

Based on the definitions over, it can be concluded that the imaginative economy is all inventiveness that begins from information and concepts had by human assets to discover inventive arrangements to issues that emerge, counting culture and innovation. Hakim (2017) expressed that the control that drives the financial development and advancement of a city or region can be seen within the level of efficiency of clusters of skilled and inventive individuals who depend on their existing logical capacities.

According to UNCTAD's "Joined together Countries Conference on Exchange and Advancement" (2018), the inventive economy may be a concept that creates based on imaginative resources that have the potential to produce financial development and improvement. (1) can empower expanded pay, work creation, and send out salary whereas advancing consideration, social and social differing qualities, and compassionate improvement; (2) incorporates financial, social, and social viewpoints that associated with

innovation, mental property, and tourism goals; (3) a arrangement of knowledge-based financial exercises with the advancement of cross-sectoral measurements and linkages at the large scale and smaller scale levels for the economy as a entirety; (4) reasonable advancement alternatives that call for imaginative and multidisciplinary arrangement reactions and inter-ministerial activity; (5) at the heart of the imaginative economy is the inventive industry.

According to Boccella (2016), there are 10 (ten) steps that can be taken to develop the creative economy, namely: (1) realizing that separated from having financial benefits, the inventive economy moreover produces non-monetary values that contribute essentially to the accomplishment of comprehensive community advancement. and maintainability; (2) Culture is utilized as a driver of financial, social, and natural advancement forms since positive alter can as it were happen in a socially decided society; (3) This examination will be the premise for creating follow-up programs within the division; (4) Reinforce the prove base through thorough information collection as a crucial upstream speculation for any coherent creative economy advancement arrangement within the locale; (5) Explore the relationship between the casual and formal segments of the imaginative economy as vital for setting up satisfactory approaches since the inventive economy in creating nations depends intensely on casual social frameworks, forms, and teach and is distant from the public segment, whereas family and companions ended up the most speculators for imaginative business people; (6) Analyze the basic victory variables that contribute to manufacturing unused ways for the improvement of the nearby inventive economy. These victory variables incorporate the accessibility of framework and labor assets, the presence of laws securing intellectual property, the accessibility of get to to worldwide markets, etc. (7) Contribute within the improvement of economical inventive businesses over the esteem chain. This implies that there should be bolster for neighborhood learning and development, since without them there will be no modern ability or modern inventive companies; (8) make modern openings for social business people in trade organization and social systems, include them in showcasing exercises, and give them with urban places appropriate for the improvement of the social and social structure of society; (9) lock in in worldwide participation to encourage beneficial joint learning and share data and encounters; and (10) prioritize culture in neighborhood financial and social advancement programs, making it number one, indeed when confronted with competing needs.

According to Purnomo (2016), preserving cultural heritage by combining or collaborating creations with the spirit of youth can provide a boost for the community to enjoy more, both on a national and international scale.

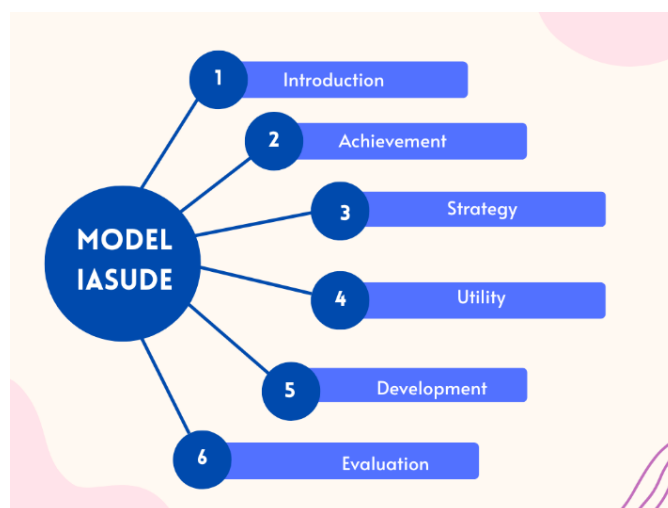
Indonesia could be a nation wealthy in culture; the expansive differing qualities of culture cannot be isolated from the different ethnic bunches in Indonesia. The societies that exist in each tribe at that point gotten to be social legacy. Galla (2001) recommends that physical social legacy is isolated into two categories, specifically: (1) steadfast social legacy, as a rule in open places comprising of locales, notable places, arrive and water scenes, antiquated buildings, and/or chronicled statues of heroes; and (2) moving social legacy, which is more often than not inside, incorporates social legacy objects, works of craftsmanship, archives, documents, photos, printed works, and audiovisuals within the shape of cassettes, recordings, and movies.

The Batak tribe, as one of the tribes in Indonesia, certainly has its own culture. One of the cultures of the Batak tribe that has become the identity of the Batak people is Ulos. The development of Ulos based on socio-historical setting has been portion of the life of the Batak individuals since antiquated times. Ulos may be a piece of commonplace Batak woven cloth with a certain design and measure where both closes have long dangles. This

cloth initially served to ensure the body and was continuously made by ladies utilizing cotton (Niessen, 1993: 51). In its local dialect, Ulos implies cloth, since initially Ulos was utilized as a wrap or body hotter. In its improvement, Ulos was utilized as part of traditional ceremonies. This sacrosanct protest may be a image of favoring, fondness, and solidarity, as within the composing (Niessen, 2009:63), which peruses "Ijuk pangihot ni hodong, Ulos pangihot ni holong," which implies "in the event that the fiber is the authoritative of the midrib on the stem, at that point Ulos could be a bond of cherish between individuals."

Concurring to the genealogical convictions of the Batak tribe, there are three sources that give warm (warmth) to people, to be specific: sun, fire and Ulos (Marpaung, 2015). The sun rises and sets by itself all the time. Fire can be lit at any time, but it isn't down to earth to warm the body. For illustration, the estimate of the fire must be kept up at all times so that rest isn't irritated. In any case, this can be not the case with Ulos, which is exceptionally practical to utilize. Based on these three sources of warmth, Ulos is considered the foremost comfortable and commonplace to way of life.

The integration of local culture into learning will make it easier for students to follow and understand the learning material, so that learning objectives can be achieved. Seeing this need, researchers designed a learning model that accommodates active, creative learning with local wisdom. The learning model chart developed is shown in Figure 1 below:



**Figure 1.** IASUDE model steps

The stages (syntax) of the IASUDE learning model are described in Table 1 below:

**Table 1.** Steps in the IASUDE Learning Model

<b>Syntax IASUDE</b>	<b>Learning Stages Activities</b>
<i>Introduction</i>	<ul style="list-style-type: none"> <li>• The teacher conducts apperception by showing slides to open a question and answer space.</li> <li>• The teacher asks for students' willingness to sing rhymes/huling-hulingansa in the Batak Toba area to provide variety in starting fun learning.</li> <li>• Provide motivation by arousing students' enthusiasm for learning..</li> </ul>
<i>Achievement</i>	<ul style="list-style-type: none"> <li>• The teacher conveys the learning objectives that will be achieved in the lesson, as well as the standards for using the media used.</li> </ul>
<i>Strategy</i>	<ul style="list-style-type: none"> <li>• Students through teacher guidance form groups.</li> <li>• Students are directed to be able to collaborate in forming group discussions.</li> </ul>

	<ul style="list-style-type: none"> <li>• The teacher prepares the video to be shown..</li> </ul>
<i>Utility</i>	<ul style="list-style-type: none"> <li>• The teacher shows videos based on local wisdom to students.</li> <li>• Students carry out experiences and information from the videos shown.</li> </ul>
<i>Development</i>	<ul style="list-style-type: none"> <li>• Students develop their understanding and creativity after watching local wisdom videos</li> <li>• Students carry out presentations and discussions to explore knowledge about local wisdom in developing the creative economy.</li> <li>• Provide a reflection on the results of the discussion.</li> </ul>
<i>Evaluation</i>	The teacher gives a written test to students

The formulation of the problem from the background and limitations of the problem above can be stated, among others: (1) What is the feasibility of developing a learning model based on local wisdom media in social studies learning in class IX of SMP Negeri 1 Pahae Julu? And what is the effectiveness of the wisdom media-based learning model in social studies learning in class IX of SMP Negeri 1 Pahae Julu?

### RESEARCH METHODS

This sort of inquire about could be a research and development (R&D) show. R&D inquire about could be a handle or set of steps to create a modern item or move forward an existing item. This development research seeks to develop a product that is feasible and effective for use in learning. The development model carried out is the ASSURE development model.

This research was conducted at SMP Negeri 1 Pahae Julu, Lumban Garaga Village, Pahae Julu District, North Tapanuli Regency, North Sumatra Province. This research was carried out from March to June 2023. The population in this research was all class IX students of SMP Negeri 1 Pahae Julu, with a total of 105 respondents.

According to Arikunto (2006), if there are less than one hundred subjects, it is better to take all of them so that the research is a population. But if the number of subjects is larger, 10-15% or 15-25% or more can be taken. According to Roscoe in Sugiyono (2015), the appropriate sample size for research is between 30 and 500. Seeing the limitations of researchers' time, energy, and research costs, taking samples using purposeful sampling (or purposeful or judgmental sampling) is a technique for determining samples based on the researcher's or evaluator's consideration of which sample is more useful and representative. In accordance with this, the researcher took samples from classes IX.1 and IX.2 on the grounds that in these two classes, the number of men and women is more evenly distributed, so that they can represent the population with a sample size of 53 students.

Data analysis techniques for the feasibility of descriptive analysis. The technique for describing the percentage that will be used is written as follows:

$$P = \frac{\sum X}{\sum X_i} \times 100\%$$

Information:

P = Percentage of validity;

$\sum X$  = total number of aspect values from experts

$\sum X_i$  = total aspect value for each expert

After the percentage results are known, they are grouped into validity criteria as in Table 2 below:

**Table 2.** Conversion of Grade Achievement Levels with Scale 5

Level of Achievement	Qualification	Description
81%-100%	Very decent	No need for revision
61%-80%	Eligible	No need for revision
41%-60%	Decent enough	Revised
21%-40%	Not feasible	Revised
0%-20%	Very Infeasible	Revised

(Adopted from Riduwan, 2011)

For quantitative data, it was obtained from students' learning results using quasi-experiments, namely by comparing students' pretest and posttest scores using the "IASUDE" learning model that was developed. Where the data obtained came from the test course and control lesson and the information was analyzed utilizing clear and inferential strategies. Graphic methods are insights that are utilized to analyze information by portraying the information that has been collected to begin with and eventually expects to form conclusions that apply to the common public or generalizations, in the form of tables, graphs, diagrams, calculations of mode, median, mean, decile, parcel, standard percentage deviation, correlation and regression without significance testing.

The statistical hypothesis tested is:

$$H_0 : \mu_1 < 3,00$$

$$H_a : \mu_1 \geq 3,00$$

$H_0$  = local wisdom-based learning model is not suitable for use in learning.

$H_a$  = learning model based on local wisdom is suitable for use in learning.

Meanwhile, inferential techniques include all methods related to the analysis of partial data (examples) or what are often called samples to then arrive at conclusions. The following are the steps for the analysis technique.

To determine the average value, the formula is used:

$$\bar{x} = \frac{\sum X}{n}$$

To determine the standard deviation, use the formula:

$$s = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n-1}}$$

For the population, the formula is used:

$$s = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n}}$$

Where:

s = standard deviation

$x_i$  = price of the  $i$ th data

n = number of samples

For the Normality test, the Liliefors technique is used, which is carried out with the following steps:

The learning result data  $X_1, X_2, \dots, X_n$  are used as standard numbers  $Z_1, Z_2, \dots, Z_n$

By using the formula:

$$Z_i = (x_i - \bar{x}) / S$$

Where:

$\bar{x}$  = calculated average value

S = standard deviation

For each standard number, use the standard normal distribution list, then calculate the probability  $F(Z_1) = P(Z \leq Z_i)$

Calculating the Proportion  $S(z_i) = \frac{\text{the number of } Z_1, Z_2, \dots, Z_n \leq Z_i}{n}$

Calculate the difference  $F(Z_i) - S(Z_i)$  then determine the absolute value.

Determine the largest value of the absolute value difference  $F(Z_i) - S(Z_i)$  As  $L_0$  to accept or reject the normal distribution and research can be compared  $L$  calculated with the critical value  $L$  table taken from the list of Liliefors test tables with a level of  $\alpha = 5\%$ , test criteria :

If  $L_{\text{count}} < L_{\text{table}}$ , then the sample is normally distributed

If  $L_{\text{count}} > L_{\text{table}}$ , then the sample is not normally distributed

The variance homogeneity test is calculated using the F test, namely:

$$F = \frac{\text{VarianLargest variance}}{\text{Smallest variance}} \quad \text{or} \quad F = \frac{S_1^2}{S_2^2}$$

Where:

$S_1^2$  = variance of the larger group

$S_2^2$  = Variance of the smaller group

Test criteria:

If  $F_{\text{count}} < F_{\text{table}}$ , then the samples have the same variance.

If  $F_{\text{count}} > F_{\text{table}}$ , then the samples do not have the same variance.

Testing to see the effectiveness of the model developed was carried out by comparing the average learning outcomes before and after implementing the learning model. Learning outcomes were tested using the t-test using the following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{dengan} \quad S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Information

$\bar{X}_1$  = average experimental class data

$\bar{X}_2$  = average control class data

$n_1$  = number of experimental class students

$n_2$  = number of control class students

$S$  = combined standard deviation

$S_1$  = experimental class standard deviation

$S_2$  = control class standard deviation.

With a real level of  $\alpha$ , the test criterion is to accept  $H_0$  if  $-t_{1-1/2\alpha} < t_{\text{count}} < t_{1-1/2\alpha}$ . With degrees of freedom  $dk (n_1 + n_2 - 2)$  and probability  $(1-1/2\alpha)$ , reject  $H_0$  for other values of  $t$ . Statistical hypotheses tested:

$H_0: \mu_1 = \mu_2$

$H_a: \mu_1 > \mu_2$

$H_0$ : The IASUDE learning model developed is able to improve the learning outcomes of class IX students at SMP Negeri 1 Pahae Julu.

$H_a$ : The IASUDE learning model developed was not able to improve the learning outcomes of class IX students at SMP Negeri 1 Pahae Julu.

## RESULTS AND DISCUSSION

### Results

Validation by learning design experts is carried out to fulfill the feasibility of developing the Local Wisdom-Based Learning Model. Expenditure design experts provide an assessment of the design of the "IASUDE" learning model, as can be seen in Table 3 below:

**Table 3.** Assessment Scores by Learning Design Experts

No	Research Variable	Respondent		Aver age	%	Criteria
		1	2			
1	Accuracy in topic selection	5	5	5	100	Very Worth
2	Suitability of material with learning indicators	4	5	4,5	90	Very Worth
3	Providing motivation	4	4	4	80	Eligible
4	Clarity of material description	4	5	4,5	90	Very Worth
5	Clarity of examples given	4	4	4	80	Eligible
6	Use of new information	5	5	5	100	Very Worth
7	Feedback on test results	4	4	4	80	Eligible
8	Maximizing the learning process	4	5	4,5	90	Very Worth
9	Use of study guides	4	5	4,5	90	Very Worth
10	Feedback on student responses	4	4	4	80	Eligible
11	Selection of size and font type	5	5	5	100	Very Worth
12	Image quality	5	5	5	100	Very Worth
13	Ease of use for the learning process	5	5	5	100	Very Worth
14	Use of music	5	5	5	100	Very Worth
Sum		62	66	64		
Average		4,42	4,71	4,57		Very Worth

Product validation is intended to find out the opinions of material validation experts regarding the quality of learning media in the material used in the "IASUDE" learning model. The assessment was carried out to improve the quality of the learning material content used in the "IASUDE" learning model. Data from the Material Expert Validation assessment results are outlined in Table 4 below:

**Table 4.** Assessment Scores for Local Wisdom-Based Learning Models by Material Experts

No	Research Variable	Respondent		Aver age	%	Criteria
		1	2			
1	Clarity of the formulation of learning objectives	5	5	5	100	very worthy
2	Relevance of material to KD	4	5	4,5	90	very worthy
3	Suitability of material for objectives	4	5	4,5	90	very worthy
4	Conformity of material with indicators	4	4	4	80	Eligible
5	Depth of material	3	4	3,5	70	Eligible
6	Clarity of presentation of material	5	5	5	100	Eligible
7	Material completeness	4	4	4	80	Eligible
8	Material actualization	3	5	4	80	Eligible
9	Clarity of presentation of material	4	5	4,5	90	Eligible
10	Logical digestibility of presentation material	4	4	4	80	Eligible
11	Ease of understanding Language	4	4	4	80	Eligible
12	Use of Language	5	4	4,5	90	very worthy
13	Correctness of the concept of the question	4	5	4,5	90	very worthy
14	Conformity of evaluation to material and learning objectives	4	5	4,5	90	very worthy
15	Question difficulty level	4	5	4,5	90	very worthy
16	Question variations	4	5	4,5	90	very worthy
17	Clarity of discussion of answers	4	4	4	80	Eligible
18	Correct answer key	4	4	4	80	Eligible
19	Media's ability to increase students' knowledge	4	4	4	80	Eligible
Total		77	86			
Average		4,05	4,52	4,28	85,78	very worthy

Field trials were carried out on 18 students in class IX of SMP Negeri 1 Pahae Julu where the researcher was assigned. At that point the comes about of the field trials will be

utilized to degree the adequacy of the learning demonstrate created, as well as discover out how this learning demonstrate can be valuable within the learning process. The assessment comes about within the frame of evaluation scores can be seen from Table 5 underneath.

**Table 5. Results of Field Group Trials**

No	Aspect	Indicator	Score Given by Respondents					Total Score	Average	%	Criteria
			1	2	3	4	5				
1	Clarity	- Appropriateness of the material to the needs of students	4	14			86	4,78	96	Very Good	
		- Suitability of material with current developments	8	10			82	4,56	91	Very Good	
		- Included learning objectives in the IASUDE learning model	4	14			86	4,78	96	Very Good	
	Average						85		94	Very Good	
2	Attractiveness	- Attractiveness of the learning video display	4	14			86	4,78	96	Very Good	
		- The attractiveness of the learning objective presentation	5	13			85	4,72	94	Very Good	
		- Image harmony	6	12			85	4,72	93	Very Good	
	Average						85		94	Very Good	
3	Graphics	- Suitability of appearance and size of learning videos	5	13			85	4,72	94	Very Good	
		- Practicality and ease of use	3	15			87	4,83	97	Very Good	
		- Easy to read the letters use	5	13			85	4,83	94	Very Good	
		- Consistency in the use of type and size of letters in learning videos	4	14			86	4,78	96	Very Good	
	Average						85,75		95	Very Good	
4	Usefulness	- Ease of use of learning videos	4	14			86	4,78	96	Very Good	
		- Ease of understanding local wisdom material	4	14			86	4,78	96	Very Good	
		- Increasing knowledge of local wisdom	3	15			87	4,83	97	Very Good	
		- Encouraging students' curiosity about local wisdom	4	14			86	4,78	96	Very Good	
		- Increasing motivation to learn to understand local wisdom	4	14			86	4,78	96	Very Good	
	Average						86,33	4,8	96	Very Good	
5	Language Clarity	- Clarity of use of Indonesian	4	14			86	4,78	96	Very Good	
		- Interesting and easy to understand language	5	13			85	4,72	94	Very Good	
		- The language used does not contain SARA	4	14			86	4,78	96	Very Good	
	Average						85,67	4,76	95	Very Good	
Total Average						85,53	4,78	95	Very Good		

Testing data requirements includes testing normality and homogeneity of population variance.

Ordinariness test. Information typicality checking is utilized to decide whether the test comes from a ordinarily disseminated populace. The test was carried out utilizing the

Liliefors test on two bunches of tests. The rundown of typicality tests is as in Table 6 underneath:

**Table 6. Summary of Normality Test**

No	Class	L count	L table	Conclusion
1	<b>Control:</b> (Student learning outcomes without IASUDE model)	0,0993	0,161	Normal
2	<b>Eksperimen:</b> (Student learning outcomes with the IASUDE model)	0,1587	0,161	Normal

Homogeneity Test. To test the homogeneity of research data, Fisher's test is used, it is known that if  $F_{count} < F_{table}$  then  $H_0$  is accepted, if  $F_{count} > F_{table}$  then  $H_0$  is rejected. Based on homogeneity calculations, it was obtained that student learning outcomes data could be  $F_{count} < F_{table}$ , so  $H_0$  was accepted, at a significance level of 5%, namely  $1.31 < 1.86$ . More clearly can be seen from Table 7 below:

**Table 7. Summary of Homogeneity Test**

No	Treatment Group	N	Mean	Std	Varians	Test F	F table
1	Control Class	30	81	4,57	20,92		
2	Experimental Class	30	84	5,24	27,55	1,31	1,86

After carrying out the homogeneity test, the requirements can be fulfilled, namely: (1) the normality test, which shows that the student learning outcome data is normally distributed; and (2) the normality test, which shows the student learning outcome data is homogeneous.

Test the hypothesis by obtaining evidence that the average student learning outcomes before using the "IASUDE" learning model are smaller than the control class that has used the "IASUDE" learning model.

The speculation tried in this investigate was that there was a critical distinction between understudy learning results within the exploratory class and learning results within the control course. To test this hypothesis, the t test is used. Based on the calculation data, it was found that the value of  $t_{count} > t_{table} = -9.51 > -1.67$ . It can be concluded that  $t_{count} > t_{table}$ , which means that  $H_1$  is accepted, which reads, "The IASUDE learning model developed is able to improve the learning outcomes of class IX students at SMP Negeri 1 Pahae Julu."

### **Discussion**

The product development of the "IASUDE" learning demonstrate based on nearby shrewdness is carried out in the stages as stated in the procedure. The development results are then subjected to validation or feasibility tests by several predetermined experts. From the results of the validation that has been carried out, the "IASUDE" learning model product based on nearby intelligence was announced appropriate to be proceeded in field trials. The "IASUDE" learning show based on neighborhood intelligence that was created has met the measures based on plan for creating the "IASUDE" learning demonstrate based on nearby intelligence.

The item advancement investigate that has been carried out is coordinated at creating a item within the shape of the "IASUDE" learning show based on neighborhood shrewdness for course IX understudies at SMP Negeri 1 Pahae Julu, which is connected to move forward the learning handle. Angles were reexamined and refined based on information examination and trials, as well as input from fabric specialists, learning plan specialists, media specialists, and learning specialist specialists. This points to investigate a few

aspects that are common within the item advancement handle. The learning media factors surveyed incorporate the suitability of substance, introduction, dialect, and illustrations.

Based on the comes about of the survey submitted to learning plan specialists, the normal reaction score rate was 90% that the advancement of the "IASUDE" learning show based on nearby shrewdness in learning was appropriate for utilize since it had been planned in such a way and met learning plan benchmarks. Media specialists gave an normal rate reaction score of 90% that learning video media was appropriate for utilize since it met the standards and criteria for learning media improvement. Fabric specialists gave an normal rate of 87.37% that the advancement of the "IASUDE" learning demonstrate based on neighborhood intelligence was appropriate for utilize since it contained fabric and conveyance criteria that met the necessities for conveying fabric to understudies. Assist clarification of the learning show concurring to Suhana (2014): it can be concluded that the information over demonstrates that the utilize of the learning demonstrate is an approach that points to expect changes in understudy behavior in an versatile and generative way that's closely related to the student's learning fashion and the teacher's instructing fashion.

Falahudin (2014) has expressed a few benefits of learning media, specifically: (1) conveyance of learning fabric can be uniform; (2) the learning handle can be clearer and more curiously; (3) the learning prepare gets to be more intelligently; (4) productivity in time and vitality; (5) progressing the quality of understudy learning results. (6) Media permits the learning prepare to be carried out anyplace and at any time; (7) Media can cultivate a positive learning state of mind towards learning materials and forms; (8) Learning media can make learning materials that theoretical gets to be more concrete; (9) Changing the part of the learner in a more positive course; (10) Media can overcome the confinements of space and time; and (11) Media can offer assistance overcome the impediments of human faculties.

The students showed that they played an active role in the project-based learning process by using learning videos in social studies and creative economics material. Using a learning model based on local wisdom increases the activity and cooperation of students in groups in completing project assignments given by the teacher in accordance with mutual agreement. The results of this research also support the research results from Faturrohman (2016), namely that students are more proactive in solving problems to assist understudies pick up unused information and abilities, practice collaboration or work within the same gather, and grant understudies the opportunity to organize ventures. Students are responsible for organizing the project, which is a framework for solving a predetermined problem. Then students must plan the work process from the beginning to find and manage information to complete the project work process and evaluate the results of the work.

This research process begins with a preliminary study, collecting learning materials, creating learning designs, creating teaching modules for Creative Economy materials based on regional potential, carrying out creative economy learning videos in accordance with local wisdom, and conducting product trials that are validated by media experts, material experts, and other experts. learning design, learning practitioners, conducting data analysis, and product revisions so that they are suitable for use by users, namely students, including person trials, little gather trials, and field tests, as well as evaluations of these employments, so as to deliver items that are doable and valuable in actualizing the learning handle. The steps for creating a project-based learning demonstrate are in line with the conclusion of Mulyasa (2014), specifically: (1) planning extend questions and assignments; (2) planning a extend arrange; (3) creating a plan as a concrete step in a venture; and (4) observing venture exercises and advancements.

The characteristics of the previous learning model were seen as less effective learning processes. For this reason, it is necessary to develop a learning model in Creative Economy material based on regional potential with a learning model based on local wisdom. To overcome the problems described previously, especially in adapting learning steps by implementing the "IASUDE" learning model based on local wisdom, One of the factors that causes this problem is the limited material in the form of teaching modules that can be practiced by students.

The IASUDE learning model (Introduction, Achievement, Strategy, Utility, Development, and Evaluation) is incorporated into the syntax or steps of project-based learning to produce a new, higher-quality learning syntax in the learning process in the classroom.

The viability was surveyed by analyzing the learning results of 15 (fifteen) understudies who were instructed employing a learning demonstrate based on nearby shrewdness. Based on the comes about of investigate information preparing carried out, there are contrasts between the "IASUDE" learning demonstrate based on nearby shrewdness and past learning models, to be specific that the normal learning results utilizing the IASUDE learning show are higher than some time recently utilizing the neighborhood wisdom-based learning demonstrate.

The test results using the t-test obtained the calculated t value = -9.51 and t table = -1.67. If we compare t count > t table, namely  $-9.51 > -1.67$ , there is a significant difference between the "IASUDE" learning model based on local wisdom and the previous learning model. This can be seen from the average posttest score taught with the "IASUDE" learning model based on local wisdom, which is 84.4, while the posttest result taught with the previous learning model is 75. This data proves that the use of the "IASUDE" learning model based on local wisdom is better for improving student learning outcomes than using previous learning models.

The effectiveness test was carried out using respondents in a trial involving students at SMP Negeri 1 Pahae Julu, North Tapanuli Regency, by random sampling or cluster random sampling, so that class IX.3 was selected as the control class and class IX.1 as the experimental class. Based on the results of the effectiveness test, it turns out that students are motivated and interested, which increases students' interest in learning and can improve learning achievement.

## **CONCLUSION**

Based on the formulation, discussion objectives, results, and discussion of research on the development of the "IASUDE" learning model based on local wisdom in the Social Sciences subject Class IX of SMP Negeri 1 Pahae Julu, it can be concluded as follows: (1) Based on validation stages from material experts, learning design, materials, learning practitioners, individual trials, small group uni, and field tests, it can be concluded that the "IASUDE" learning model based on local wisdom is suitable for use in class IX Middle School (SMP) students; and (2) Based on tests on student learning outcomes, the "IASUDE" learning model based on local wisdom is effectively used in social studies subjects in class IX Junior High Schools (SMP).

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